

# ED TECH GRANT PROGRAM PROPOSAL RUBRIC (65 points)

## Cover Page and Project Abstract (3 Points)

| 0   | 1  | 2-3  |
|---|--|--|
| <ul style="list-style-type: none"><li>• A rationale for the project is not provided.</li><li>• Project impractical or irrelevant to stated educational goals.</li></ul> | <ul style="list-style-type: none"><li>• An attempt was made to communicate a rationale for funding the project.</li><li>• Project is practical and relevant.</li></ul> | <ul style="list-style-type: none"><li>• Provides a strong rationale for funding the project.</li><li>• Project is practicable and relevant.</li><li>• Project is based on the District's School Improvement Plans.</li></ul> |

## 1) Description of Need and Baseline Data (6 Points)

Specify the standards-based educational need(s) that the project addresses, and indicate how the need(s) was/were identified. The need section must address improvement in instructional practices related to current technology use in the classroom and its impact on student achievement. Include any relevant data to substantiate the need(s).

| 0-1  | 2-3   | 4-6   |
|--|---|---|
| <ul style="list-style-type: none"><li>• No discussion of the educational needs that the project will address.</li><li>• Only describes technology needs.</li></ul> | <ul style="list-style-type: none"><li>• Educational need is specified, but there is little description or documentation on how the need was identified (lack of data/resources to describe need.)</li></ul> | <ul style="list-style-type: none"><li>• Describes thoroughly which schools and population of students will be served.</li><li>• Detailed and comprehensive needs assessment data are provided on these populations.</li></ul> |

## 2) Goals and Objectives (8 Points)

Describe the specific goals as they relate to the educational goals, student achievement needs, the local technology plan, and PL 221 priorities.

| 0-2  | 3-4   | 5-8   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Describes goals that are generic and not project specific.</li><li>• Goals are not educational goals.</li><li>• Goals do not address the educational need described in the previous section.</li><li>• Goals are not related to the goals of the Ed Tech Grant Program.</li><li>• The goals are not attainable within the framework of this project.</li></ul> | <ul style="list-style-type: none"><li>• Some of the project goals are educational goals - others are not.</li><li>• Some of the goals directly address the need established in the proposal.</li><li>• Some of the goals are attainable within the framework of this project.</li></ul> | <ul style="list-style-type: none"><li>• Measurable, attainable educational goals that directly support the needs described in the proposal.</li><li>• All of the goals are attainable within the framework of this project.</li></ul> |

## 3) Methods and Activities (10 Points)

- A description of how project objectives and related activities are linked to English/Language Arts Indiana State Academic Standards to improve student learning.
  - The educational strategies should assist you to meet educational goals and to improve academic achievement as measured by Indiana Academic Standards.
- Indicate the steps you will take to ensure that students and teachers in schools served by the school corporation, particularly those with the greatest need, have access to technology and are prepared to utilize technology effectively in the classroom.
  - Describe how you will ensure the effective use of technology to promote parental involvement and increase communication with parents.
- Indicate how parents will be informed of the technology being applied in their children's education, so that the parents are able to reinforce at home the instruction their children receive at school.
  - Explain how you will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology including distance-learning applications.

- Specify how the project will address access to unavailable courses and curricula due to geographical isolation or insufficient resources.

| 0-3  | 4-7   | 8-10  |
|--|---|---|
| <p>Generic description of activities and incomplete information regarding how activities tie into the project's educational goals.</p> <p>No specific information on what steps will be taken:</p> <ul style="list-style-type: none"> <li>To integrate technology,</li> <li>To increase parental involvement,</li> <li>To ensure that all students and teachers are served, or</li> <li>To implement innovative strategies.</li> </ul> | <p>Description of activities, but incomplete information regarding how the activities tie into the project's educational goals.</p> <p>Limited information on what steps will be taken:</p> <ul style="list-style-type: none"> <li>To integrate technology,</li> <li>To increase parental involvement,</li> <li>To ensure that all students and teachers are served, or</li> <li>To implement innovative strategies.</li> <li>To link to standards</li> </ul> | <p>Clearly defined activities and complete description of how the activities tie into the project's educational goals.</p> <p>Clearly illustrates how this project will:</p> <ul style="list-style-type: none"> <li>integrate technology,</li> <li>increase parental involvement,</li> <li>ensure that all students and teachers are served, or</li> <li>implement innovative strategies.</li> <li>link to standards</li> </ul> |

#### 4) Professional Development (10 Points)

Describe how you will provide high-quality, sustained professional development for teachers, principals, administrators, and/or school library media personnel serving the school to ensure and further the effective use of technology to increase student achievement. Include a list of partners instrumental in the delivery of the professional development and the resources involved.

- Describe the target audience, the facilitators, and the professional development activities.
- Provide a timeline for the delivery of the professional development.

| 0-3  | 4-7   | 8-10   |
|--|---|--|
| <ul style="list-style-type: none"> <li>Training may have been mentioned, but it is not clear how high-quality professional development will be provided.</li> <li>No details as to the target audience, facilitators, the types of activities, or the timeline for which these activities will occur.</li> </ul> | <ul style="list-style-type: none"> <li>Clear understanding of how high-quality professional development will be provided.</li> <li>Some details listing the target audience, facilitators, the types of activities, or the timeline for which these activities will occur.</li> </ul> | <ul style="list-style-type: none"> <li>Clear understanding of how high-quality professional development will be provided.</li> <li>Specific details listing the target audience, facilitators, the types of activities, and the timeline for which these activities will occur.</li> </ul> |

#### 5) Formative and Summative Evaluation (10 Points)

Detail the process and accountability measures that you will use to evaluate the extent to which this project's activities are effective in increasing the ability of teachers to teach and of students to meet challenging academic achievement standards through the effective integration of technology into the curricula.

| 0-3   | 4-7  | 8-10  |
|---|--|---|
| <ul style="list-style-type: none"> <li>Evaluation plan is not discussed or is severely limited.</li> <li>Does not appropriately measure the project targets or indicators.</li> </ul> | <ul style="list-style-type: none"> <li>Some information about the evaluation plan.</li> <li>Some of the methodology and data collection instruments being used are appropriate to measure project targets/indicators.</li> </ul> | <ul style="list-style-type: none"> <li>A strong and well-articulated plan is presented for evaluating the impact of the project on students, faculty, and administrators, with specific information regarding instruments, methodology, and timeline.</li> <li>Methodology and the data collection instruments are appropriate in order to measure the project targets/indicators.</li> <li>Detailed information regarding their data collection and reports components of their evaluation in addition to the state-provided evaluation components.</li> <li>Anticipated achievement gains are clearly described and realistic.</li> </ul> |

### 6) Partnership (10 Points)

List the partner high school. Discuss the provisions that will be made to ensure collaboration between teachers, parents, students, and community members for improved teaching and learning through technology.

- List the partner high school team. Provide a brief description of their roles and contributions to the success of this project, including the delivery of professional development.

| 0                          | 1-3   | 4-10   |
|----------------------------|---|--|
| No partnership established | Partnership is mentioned, but there is limited discussion of how their contributions will enhance the success of the project. | <ul style="list-style-type: none"><li>• Partnership is detailed.</li><li>• Partner high school has demonstrated that teachers are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction in high school English or;</li><li>• Demonstrated experience in the application of educational technology to instruction.</li><li>• A thorough description of their staff members' roles and how they will contribute to the success of the project.</li></ul> |

### 7) Timeline (4 Points)

Provide a specific timeline that outlines all facets of the first year of the project, including hardware and software installation, professional development, curriculum integration, and assessment activities.

| 0  | 1-2  | 3-4  |
|--|--|--|
| Timeline is vague and does not include all facets of the plan. | Timeline addresses all facets of the plan, but seems artificial or overly ambitious. | The timeline for the project is clearly defined and well planned. Relevant and realistic benchmarks are described in detail. |

### 8) Budget (4 Points)

- List the types and costs of each item, including services, software, and curriculum.
- List all of the funding sources that will be used to finance this project.

| 0   | 1-2   | 3-4   |
|---|---|---|
| <ul style="list-style-type: none"><li>• Budget is vague and difficult to understand.</li><li>• No description of the types and costs of each budget item.</li></ul> | <ul style="list-style-type: none"><li>• Budget lists purchases, but does not describe items purchased.</li><li>• Some description of the types and costs of each budget item.</li></ul> | <ul style="list-style-type: none"><li>• Budget is clear and concise.</li><li>• Detailed description of the types and costs of each budget item.</li></ul> |